#### A. Interp: Living wages are contextually dependent on the industry being discussed.

Mullin 12 – Professor in the Landscape Architecture and Regional Planning Department at the University of Massachusetts at Amherst, Associate Director of the Center for Economic Development, and former Dean of the Graduate School

(Mullin, John, Zenia Kotval, Zeenat Kotval-K, and Patricia Machemer. “A living wage standard: A case study of the US Virgin Islands.” *Local Economy* August/September 2012 27: 541-557, doi:10.1177/0269094212449581)

Pollin et al. (2008) identify another distinction between a minimum wage and a living wage in that a minimum wage affects the vast majority of the low-wage workforce, while living wages have a much narrower coverage. Typically, a living wage ordinance is a local law that establishes a wage floor for a specific group of workers. By far the most common ordinance only applies to businesses holding service contracts with government. To a lesser degree, the ordinance extends to employers that receive subsidies or tax abatements from government.

#### End quote. This means that affirmatives must be specific to particular industries if they want to be topical. They must also have a solvency advocate for that particular industry and disclose the aff after reading it within 12 hours on the casewiki.

#### B. Violation—

C. Standards

1. Depth --- defending a specific industry allows us to learn in-depth about that industry instead of debating living wages in general, promoting depth. Also, because not all affs will be specific to the same industry, over time my interp captures breadth of education as well. In round discussions that happen in depth are key to education because it allows debaters to focus and thoroughly examine a limited number of issues. This outweighs breadth because it gives our education more meaning and fosters critical thinking. Also key to fairness because it allows the debaters to make specific impact and link comparison arguments, thereby allowing the debater who is better at argumentation as opposed to tricks to win.

#### Also, The most qualified studies prove that depth outweighs breadth – it’s the only real world impact

Science Daily 09 (Science Daily, “Students Benefit From Depth, Rather Than Breadth, In High School Science Courses”, <http://www.sciencedaily.com/releases/2009/03/090305131814.htm>)

A recent study reports that high school students who study fewer science topics, but study them in greater depth, have an advantage in college science classes over their peers who study more topics and spend less time on each.¶ Robert Tai, associate professor at the University of Virginia's Curry School of Education, worked with Marc S. Schwartz of the University of Texas at Arlington and Philip M. Sadler and Gerhard Sonnert of the Harvard-Smithsonian Center for Astrophysics to conduct the study and produce the report.¶ The study relates the amount of content covered on a particular topic in high school classes with students' performance in college-level science classes.¶ "As a former high school teacher, I always worried about whether it was better to teach less in greater depth or more with no real depth. This study offers evidence that teaching fewer topics in greater depth is a better way to prepare students for success in college science," Tai said. "These results are based on the performance of thousands of college science students from across the United States."¶ The 8,310 students in the study were enrolled in introductory biology, chemistry or physics in randomly selected four-year colleges and universities. Those who spent one month or more studying one major topic in-depth in high school earned higher grades in college science than their peers who studied more topics in the same period of time.¶ The study revealed that students in courses that focused on mastering a particular topic were impacted twice as much as those in courses that touched on every major topic.¶ The study explored differences between science disciplines, teacher decisions about classroom activities, and out-of-class projects and homework. The researchers carefully controlled for differences in student backgrounds.¶ The study also points out that standardized testing, which seeks to measure overall knowledge in an entire discipline, may not capture a student's high level of mastery in a few key science topics. Teachers who "teach to the test" may not be optimizing their students' chance of success in college science courses, Tai noted.¶ "President Obama has challenged the nation to become the most educated in the world by having the largest proportion of college graduates among its citizens in the coming decade," Tai said. "To meet this challenge, it is imperative that we use the research to inform our educational practice."¶ The study was part of the Factors Influencing College Science Success study, funded by the National Science Foundation.¶

#### 2. Quality of Ground --- Increases in wages affect various industries differently --- unemployment proves

Lanzona 14 – professor of economics @ Ateneo de Manila University

(Lanzona, Leonardo A. “Effects of minimum wage on the Philippine economy.” *Policy Notes* Aug. 2014. <http://dirp4.pids.gov.ph/webportal/CDN/PUBLICATIONS/pidspn1415.pdf>)

Minimum wages, more than other forms of regulation, are more directly associated with unemployment. Maloney and Mendez (2004) pointed out that minimum wages could impose a restriction on the amount of benefits offered by firms. Workers carry part of the burden of higher minimum wages in the form of lower benefits (though somewhat mitigated by mandatory benefit restrictions) and reduced worker security. Both of these effects may result in greater incidence of unemployment or lower participation in the formal sector. If ever such distortions exist, employment and output will be reduced. Nevertheless, it should also be stated that these distortions affect industries and workers differently. Large, highly capitalized firms are more able to absorb these distortions or costs and may be largely unaffected by the policies. Small firms can face greater costs, and are more adversely affected by these policies.

End quote. This means that weighing and link ground differs significantly depending on the industry in question. Talking about poverty or unemployment from a generic whole-res perspective is nonsensical on this topic because the effects of living wages on unemployment and poverty change depending on the industry in question. This allows both the aff and neg to generate more specific links to the topic. Quality ground key to fairness because it is the mechanism by which we construct good arguments to affirm or negate the topic.

Also fosters more real world discussion on the topic, because talking about living wages and poverty from a whole-res perspective oversimplifies the issue at hand. Real world education is valuable because it’s the only portable knowledge we will take with us post-high school.

3.Topic lit --- Bernstein 04

Bernstein, Jared. "The Living Wage Movement. What Is It, Why Is It, and What’s Known about Its Impact?." Emerging labor market institutions for the twenty-first century. University of Chicago Press, 2004. 99-140.

Although living wage movements have appeared throughout this century (Glickman 1997) the contemporary movement is centered on a specific policy: passing a local ordinance to raise the wage floor for a specified group of workers covered by the ordinance.¶ Since the mid-1990s, such ordinances have proliferated. According to a recent review by Brenner (2003b), more than 100 cities, counties, or other entities had enacted living wage laws by the end of 2002. The community- organizing group Association of Community Organizations for Reform Now (ACORN), prominent living wage advocates, reports that as of mid- 2003 there are seventy-two ongoing living wage campaigns. University students have also mobilized recently on behalf of low-wage workers, calling for ordinances to raise the pay of support staff.

End quote. Prefer Bernstein because A) that’s the definition that he presents after looking at the 100 cities that already have the living wage; B) He cites multiple authors about recent living wage laws who define the living wage as being group specific, in conjunction to being consistent with the Mullin evidence from the interp AND C) he analyzes the historical evolution of the concept of living wages, so he is most temporally sensitive to the question of what living wages entail.

Topic lit key to questions of what words mean in the resolution, since it is the basis by which we research the resolution. Also key to predictability, since it’s the only mutually agreed upon basis for pre-round prep.

4) Advocacy shift --- Without specifying, the aff can make no link arguments in the 1AR and permute any neg argument since they could change their vague advocacy, claiming that they were not explicit in the AC. Even in a whole-res interpretation of the resolution, there is no stable advocacy because what qualifies as a moral obligation, the extent of said moral obligation, and whether the consequences are relevant are unclear after the reading of the 1AC. Because whole res implies no action, there is no clear text or advocacy to hold the aff to. Philosophical arguments still endorse shift because there are minor nuances between different authors’ perceptions on particular philosophies and their application to questions like the one posited in the resolution, allowing the aff to shift in the 1AR to whichever interpretation is the most strategic.

This is the **strongest internal link to fairness** because the aff’s advocacy is the cornerstone of the neg ground; if the aff doesn’t have a stable advocacy or is very vague without a plan text, it destroys the neg’s ability to run disadvantages, counterplans, or any offensive argument, because the lack of aff specificity destroys their links. This also harms education--an unstable advocacy ruins the potential for there to be a substantive, topical discussion since either the 1ar just extends past the NC or the NC didn't even understand the AC in the first place.